**Curriculum overview and rationale Y1/2 – History & Geography**

At St John the Evangelist Primary School all children leave St John's reflecting our core mission: as good people who can make a difference in the world. Our curriculum aims to give them the knowledge and skills to achieve that mission.

We have organised our curriculum so that it is sequenced coherently so that children build on prior learning as they progress through each topic they encounter within their subjects.

History and geography have been sequenced working with subject specialists and with our school community. Each topic begins by asking a broad enquiry question. As the children progress through the lessons they pick up the knowledge and concepts to answer the question.

By the end of EYFS in Geography

Children that have the ELG will be able to:

* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

By the end of EYFS in History

Children that have the ELG will be able to:

* Talk about the lives of people around them and their roles in society.
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
* Understand the past through settings, characters and events encountered in books read in class and storytelling.

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| **Y1/2** | **Cycle A** |
| **Subject focus** | **Why teach this now?** |
| **Science/Geography**  **Each term children to explore the weather and seasons and how it affects their local environment.** | * Explore the seasonal and daily weather patterns in the UK. How many seasons does the UK have? Use the school grounds to find out how their local environment changes during the different seasons. Go on welly walks to explore the changes. Link with Science topic- how does seasonal change affect the animals, birds and plants that live in our school grounds? * Find out about the weather in the UK- Is it always the same?   How do weather forecasts help us plan ahead? Look at weather symbols. How do we measure the weather? |
| **Geography**  **Topic Title : Our School**  **Enquiry question:**  **Where has the Naughty Bus gone ?** | * Start to build up geographical concepts by starting with a very familiar and small area- the classroom and the school grounds. * Explore what a plan/map/route is. * Children to make plans/maps of their classroom and later the school grounds. * Link with compass points N/S/E/W * Children to create a town for their bus using lego and to explore what kind of buildings make up a town. * Find out what kinds of transport are used locally and conduct a traffic survey. * Look at aerial views of their school using NLS maps. |
| **History**  **Topic Title : Toys past and present.**  **Enquiry question: How have toys changed since the 1940s?** | * What toys would we buy for a new baby? Children will begin to develop an understanding of chronology by comparing their toys to toys of the past and ordering. Discuss which toys the children played with as a baby and compare to those their teacher played with. Look at how toys have changed since the 1940s-what has influenced the way in which toys have changed? Link to national life e.g. mothers used to make dolls clothes. |
| **History/ Geography**  **Topic Title: Macclesfield, now and then.**  **Enquiry question:**  **How has Macclesfield changed over time?** | * Building on from our class/school study last term find out about the town where we live. * Find Macclesfield on a map. * Find out what the word ‘town ‘ means. What sorts of buildings and facilities do we find in a town? Compare to the words city and village. * Look at the key features of Macclesfield- where do we buy the things we need? Where do we go for our leisure? Where do we go if we are sick, need help? * Where do the children like to visit in Macclesfield? * Using an aerial view of Macclesfield identify key landmarks. * Explore how Macclesfield was known for its silk industry. * Find out where silk came from and why it originated in China and not Macclesfield. * Begin to build an understanding of chronology by finding out about the lives of the people who worked in the mills, compare the life of a child mill worker with their own life today. * Visit Paradise mill to learn about how the mills operated and to learn more about the people who worked there. * Significant individual/ local historical figure – Charles Roe. |
| **Geography/History/Science**  **Topic Title : Our Wonderful World.**  **Enquiry question:**  **Is everywhere in the world the same?** | * Building on from our local study of our town the children will expand their locational knowledge by learning the countries of the UK, their capital cities and the surrounding seas. * Investigate the UK and why people would want to come and visit. Is all the UK the same? * They will then build further on this knowledge and learn the world’s seven continents and five oceans. * Link with the John Birmingham text, ‘Oi get off our Train’, explore where the animals came from. Look at how there are some hot and cold parts of the world and learn the terms, Equator and the North and South Poles. * Find out which animals live in the different habitats and why some of these animals are endangered. * Continue to develop understanding of changes within living memory by finding out about transport in the past. Look at the development of trains and the life of George Stephenson and Richard Trevithick. * Look at the origins of Rolls Royce and the work of Henry Royce who was a local man from Knutsford. * Develop chronological understanding by looking at the history of the aeroplane industry and the first flights- key global event. How did it change national life? Holidays etc. * Local link suggestion – Alliott Verdon-Roe and Avro – Woodford aerodrome. |
| **Y1/2** | **Cycle B** |
| **Science/Geography**  **Each term children to explore the weather and seasons and how it affects their local environment.** | * Explore the seasonal and daily weather patterns in the UK. How many seasons does the UK have? Use the school grounds to find out how their local environment changes during the different seasons. Go on welly walks to explore the changes. Link with Science topic- how does seasonal change affect the animals, birds and plants that live in our school grounds? * Find out about the weather in the UK- Is it always the same?   How do weather forecasts help us plan ahead? Look at weather symbols. How do we measure the weather?  Record the weather over a week- was it the same every day? |
| **History / Science**  **All about animals.** | * Find out about the important role guide dogs play in helping people with sight loss. * Find out about the role of Helen Keller and how she coped with her blindness. What is her legacy today? * Link with D&T project on hibernation. |
| **Geography/History**  **Topic Title: Our Local Area**  **Enquiry question:**  **What is special about where we live?** | * Building on from last term exploring the school grounds, this term we will be moving onto looking at Macclesfield and exploring the area near to our school. * Find Macclesfield on a map. * Find out what the word ‘town ‘ means. What sorts of buildings and facilities do we find in a town? * Using an aerial map locate Ivy Road and key facilities nearby. What sort of things can they spot on Ivy Road? * Discuss the difference between human and physical landmarks. * Go for a walk along Ivy Road, looking at the different buildings and what they are used for. What human and physical landmarks can they spot? * Find out about the jobs that people do in our local environment. What local shops do we have near to school? * Children to draw a map of their route to school. What landmarks do they pass on the way? * Explore changes in technology within living memory. E.g comparing black and white television and children’s from 50s to present day. * Study a significant individual e.g. William Caxton/ Tim Berners – Lee. Through this the children develop an understanding of their contribution to national and international life. * Examine how shops have changed over time- before large supermarkets there was more local and frequent shopping, this had an effect on women’s lives. Now more women can go to work as they can get all their food from one shop/ online deliveries. |
| **Geography/Science**  **Take a Tiny Seed** | * The children will be learning about the habitat of their school grounds and what grows there. They can use this knowledge to compare our local environment with other habitats around the world. * Make a map of the field area of our school grounds including the orchard and the wooded area at the bottom of the field. * Use compass directions, N/S/E/W to navigate around the school grounds. * Look at hot and cold places in the world and look at what lives and grows there. |
| **Topic Title:**  **Geography**  **Topic Title-Area study -Where in the world does Floella live?**  **Enquiry question:**  **How does Pointe-a-Pierre in Trinidad compare with Macclesfield?** | * Build on the local knowledge to look again the 4 countries and capital cities of the UK and the seas that surround them. * Name the world’s continents and oceans. * Compare where we live in Macclesfield to an area in Trinidad using the text, ‘Coming to England’ by Floella Benjamin. * Locate Trinidad on a world map. Find Point-a-Pierre on a map of Trinidad. * Compare the houses , schools, wildlife and animals that live in Pointe-a-Pierre to those that we would find in Macclesfield. * Look at the food that people eat in Pointe-a –Pierre- link with D&T work designing fruit meals. |

**Useful history resources:**

* Lovely resource packs for artefact work for changes within living memory and good prices!

<https://www.mempackcompany.com/shop/>

* There is a great scheme of work on history of shops on the historical association.